DOCUMENT RESUME

ED 232 632 IR 020 020

TITLE	Library Skills: What's There and How to Find It. MicroSIFT Courseware Evaluation.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE	81
NOTE	2p.; In its: MicroSIFT Courseware Evaluations (1-87), 1982. See ED 226 765.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Computer Assisted Instruction; *Computer Programs; Drills (Practice); Intermediate Grades; *Library Skills; Microcomputers; Secondary Education; Student Evaluation
IDENTIFIERS	Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

ABSTRACT

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): PRODUCER: Micro Power and Light Company, Keystone Park, Suite 1108, 13773 N. Central Expressway, Dallas, TX 75243. LOCAL DISTRIBUTORS: Contact producer for list. EVALUATION COMPLETED: Fall 1981. VERSION: Apple II. COST: $24.95. ABILITY LEVEL: Grades 4+. SUBJECT: Library Skills: identifying and locating fiction, non-fiction, biography; using Dewey numbers, card catalog, reference books. MEDIUM OF TRANSFER: 5" flexible disk. REQUIRED HARDWARE: 32K Apple II, one disk drive, color monitor. REQUIRED SOFTWARE: Applesoft Basic. INSTRUCTIONAL PURPOSE: Standard Instruction. INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial. DOCUMENTATION AVAILABLE; Suggested grade/ability level, instructional objectives, program operating instructions, post-test. INSTRUCTIONAL OBJECTIVES: At the completion of the program, students will be able to: identify and locate fiction, non-fiction and biographies; use the Dewey Decimal System to locate non-fiction books; use the card catalog to locate books; and know how to locate and use reference books. INSTRUCTIONAL PREREQUISITES: To use the program successfully, students will need to: know the computer keyboard and the Yes and No commands, be able to read at fifth grade level, be able to learn from a minimal amount of information and practical exercises, and have had prior exposure to a library. CONTENT AND STRUCTURE: The program is organized into three sections. Part I is a series of text displays telling the student what the computer will do and how and when to respond. This introductory section also defines a library in terms of the kinds of materials most commonly found in modern collections. Part II allows the student to choose among four skills: identifying fiction, non-fiction, and biography; learning how books are arranged; using the Dewey Decimal System and the card catalog to locate books; and using reference materials. Each skill section begins with an objective, a definition and example(s). This is followed by a short series of drill and practice exercises. Students may set their own pace and ask for help from a "First Aid Station." Part III is a brief final drill on all of the skills. ESTIMATED STUDENT TIME REQUIRED: Not available. POTENTIAL USES: The program may be used as a supplementary exercise in a school library skills program, or as a means of assessing a student's skill level prior to instruction. MAJOR STRENGTHS: The program is cheerful, student paced and uses color graphics appropriately. The operating instructions are well stated and available when needed. MAJOR WEAKNESSES: The program has spelling and factual errors and provided only minimal tutorial assistance to students. The instructional quality of the program is shallow and incomplete and allows students to go through it giving wrong answers and receive a passing grade. Practice exercises are too short, definitions vague and/or misleading, the reteaching is repetition of past presentations, and documentation is nearly nonexistent. Students are allowed to choose among the skills at random; however, the tutorials and exercises are designed sequentially. The vocabulary level is too difficult for fourth graders. EVALUATION SUMMARY: Evaluators indicate they would not use ths package (Note Major Weaknesses). (Author)

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Library Skills: What's There and How to Find It

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EVALUATION SUMMARY

SA	A	D	SD	NA	
		•			Content is accurate.
		•			Content has educational value.
•					Content is free of stereotypes.
	•				Purpose of package is well defined.
			•		Package achieves defined purpose.
		•			Content presentation is clear and logical.
		•			Difficulty level is appropriate to audience.
•					Graphics/sound/color are used appropriately.
•					Use of package is motivational.
				•	Student creativity is effectively stimulated.
		•			Feedback is effectively employed.

SA	A	D	SD	NA	
	•				Learner controls rate and sequence.
			•		Instruction integrates with prior learning.
		•			Learning can be generalized.
			•		User support materials are comprehensive.
			•		User support materials are effective.
		•			Information displays are effective.
			•		Users can operate easily and independently.
			•		Teachers can employ package easily.
	•				Computer capabilities are used appropriately.
	•				Program is reliable in normal use.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree NA - Not Applicable

Evaluators indicate they would not use this package (Note Major Weaknesses).

IR 020 020

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This evaluation is based on the evaluations of three or more reviewers who are representative of potential users of the courseware package.

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